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**PERSONALITY CHARACTERISTICS
OF THE UNEMPLOYED
YOUTHS OF CALCUTTA**

A Socio-psychological Study

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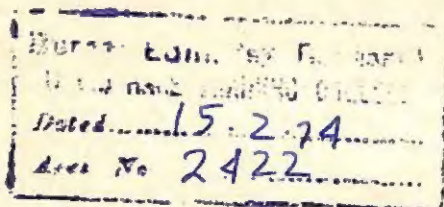
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PREFACE

Unemployment and the unemployed had so long been a concern for the economists and the politicians. But of late it has drawn the attention of the psychologists and the sociologists as well. A modest attempt was made to study some socio-Psychological-aspects of a few unemployed youths of Calcutta. The book is a revised version of the Ph. D. thesis entitled "Attitudes and other personality traits of unemployed and employed undergraduates : a comparative study" which was approved by the University of Calcutta in 1964.

It consists of seven chapters. The first chapter introduces the problem, puts forth justification for embarking upon investigations like the present one and mentions the hurdles that stand in the way. The second chapter explains the principal terms that constitute the main problem of study. The third chapter presents reports of early studies on unemployment and the unemployed. Postulation of hypotheses, description of the sample as well as the tests used, the method of collecting data are dealt with in the fourth chapter. The fifth chapter describes the construction and development of some suitable instruments (attitude scales). The sixth chapter discusses the treatment of data and presents the analyses and interpretation of the results obtained. The seventh or the final chapter contains a brief summary of the whole study with critical comments on its shortcomings, and scope of further improvement upon them.

I recall with a heavy heart the practical help and the immense encouragement I received from two of my revered professors the late Dr. Suhrit Chandra Mitra and Dr. Dwijendralal Ganguly, formerly Heads of the Dept. of Psychology, C. U., and one of my very loving friends the late Dr. Sudhir Kumar Datta, Director, Bureau of Educational & Vocational Guidance, Agartala (Tripura).

I accord my sincere thanks to the Directorate of National Employment Service, West Bengal, for helping me collect particulars of the unemployed undergraduates enrolled on the Live Registers of the Employment Exchanges.

Acknowledgement is also made of the consent given by Sri D. Mahanta, Principal, David Hare Training College, Calcutta, for using the Berneuter Personality Inventory, adapted by him into Bengali.

For help in conducting the study and preparing the book my unbounded indebtedness to Sri Tapan Basumallik, Senior Lecturer, Indian Statistical Institute, Calcutta, finds no words of expression.

A very special debt is due to Dr. S. N. Ghosh, Asstt. Professor, Dept. of Humanities, I. I. T., Kharagpur, for his all-out help and collaboration in the work reported here.

My hearty thanks are also extended to Sri Aniketan Banerjee, Sri Sunandan Chatterjee, Sri Sunirmal Chatterjee, Sri Kartisekhar Datta Roy and Sri Triptisekhar Datta Roy who helped me collect data of the employed sample from their working places.

I should like to record here my sincere appreciation of the help rendered by my students of the post graduate department of psychology, Calcutta University, at different phases of the investigation. Their names are too many to be mentioned here

Last, but not the least, I am very much thankful to Sri Rathindranath Pathak who took more than a professional typist's interest in preparing the typescript.

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Debabrata Banerjee

March 15, 1973

In memory of my loving parents

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INTRODUCTION

The last three decades have seen many a change in India. Her attainment of freedom from foreign domination is one of them. But, it too cannot be denied that the independence she achieved did not come to her without a long trail of problems to follow—political, social, economic or otherwise. The vast magnitude of unemployment and of the unemployed all over the country poses a very staggering problem to the persons at the helm of affairs. In spite of their mighty attempts to fight the issue, its impact is not found to decrease, rather it is continuously on the increase. Strange to note, this problem though engaged the serious attention of the economists, politicians and others, it did not at all call for a scientific probe by any psychologist. The present book reports the findings of a comparative study made on two groups of people, unemployed and employed, with respect to some of their personality variables. Do the unemployed differ significantly from the employed in their attitudes toward certain social objects? Are the two groups different with regard to the possession of certain traits of personality?

These are the typical questions which the investigation reported here seeks to answer. There is no denying the fact that the study is not a perfect one. But, this also cannot be denied that the way of such socio-psychological investigations is always fraught with good many hurdles which are almost impossible to overcome. However, socio-psychological investigations into the effects of unemployment are never less important than economic studies.

Gillin (1946) and Weaver (1956) have rightly characterised unemployment as a social pathology affecting the very fabric of social life and ultimately giving rise to symptomatic changes in the body society. The unemployed are now considered psychopathic personalities. Such views about the unemployed naturally call for intensive investigations into "the nature of the experience of the unemployed and that is what the psychologist is most interested in" (Zawadzki & Lazarsfeld, 1935).

In India, the chronic problem of unemployment and particularly the existence of millions of educated unemployed make it all the more justified to undertake such investigations. The world never faced such an economic catastrophe as during the Great Depression in 1930's. Obviously, in the West, most of the studies on unemployment were made during the thirties. The Second World War relieved the West from the clutches of unemployment and the severe impact of the problem not only waned but the interest in the problem itself began to die down for the social scientists. Unemployment thus posed only a passing problem in the West. But in India the story is something else. What is a passing problem in the West is a perennial problem, so to say, in the East, especially in India. The problem has no doubt engaged the persistent attention of

economists and political leaders, but for unknown reasons has failed to interest the psychologists so far.

The present study aims at exploring the "nature of the experience of the unemployed". But this experience has been explored only partially. The dearth of suitable 'instruments' to carry out the investigations and the paucity of earlier research work stood in the way of expanding the scope of the present study.

The first of the above difficulties was, however, overcome to some extent by constructing the 'instruments' necessary for this study. Four attitude scales had to be constructed, and in fact, this construction of the scales, which might well be the subject-matter of a report independently, forms an important part of the report. The task demanded much extra expenditure of time and labour, and consequently, the study proper (study of the difference between the unemployed and the employed) suffered.

The second difficulty proved a real handicap. The present study, therefore, suffers from the defects that usually accompany a pioneering work.

The apathy of people towards the scientific probes of social problems has always remained an impediment to the research workers. Since this study had to count much on the co-operation of the individuals, neither the collection of data was an easy task, nor could the design of the study be made as one wanted to.

THE PROBLEM

This is the study of group-difference in some personality variables. Specifically, the object was to compare two groups of persons, one unemployed and the other employed, otherwise similar in background, on certain attitudes and personality traits, and to see if the groups differed significantly. Comparison was made on the basis of scores obtained by the two groups on four attitude scales and on four personality traits of an inventory. The investigation was undertaken with a view to studying the effects of forced idleness on the personality of normal people capable of pursuing a normal remunerative occupation.

2.1 Attitude :

The relation between attitudes and personality traits has been discussed by Allport (1955).

The concept of attitude accepted here mainly relates to the views represented by Allport (1935), Fishbein (1967), Guilford (1954), Green (1956), Thurstone & Chave (1956) etc. The common note of all the definitions presented by

them is that attitude is never an overt behaviour but a tendency toward certain overt behaviours and this tendency can be read through "an abstraction from a large number of related acts and responses" (Green, 1956). It is a certain observable "mental act" (Maier, 1955) of the organism or a reaction tendency preparatory to or indicative of more complete adjustment. In brief, the term has been used to denote the general set of the organism as a whole toward some object or situation which calls for adjustment (Bernard, 1928).

2.2 Personality Characteristics :

Personality characteristics are assumed here to denote the "important dimensions" in which people may be found to differ with each other. They are not grossly perceptible to any of our sense organs, as they are but "certain fundamental aspects of behaviour" (Allport, 1924). In other words, they are some "distinguishable ways" (Guilford, 1959) or some "behaviour-fragments" (Cattell, 1950) or "a generalised and focalized neuropsychic system" (Allport, 1955) that are not only "enduring and persisting" (English & English, 1958) but they also discriminate one individual from another.

2.3 Unemployment and Employment :

The exact definition of the term Unemployment is no easy task. Fairchild (1958) describes it as "enforced or involuntary separation from remunerative work on the part of a member of the normal working force, during normal working time, at normal wages, and under normal working condition". The theme of such a definition necessitates precise determination of the labour force, i.e., "the total number of people actually in the labour market at any given time".

Unemployment further implies a forced idleness caused by job shortage in the employment market. So an

unemployed person is one who by all means wants to be gainfully employed but is constrained to remain idle due to lack of job opportunities. In a word, he is one who is "ready, willing and able to work but cannot find jobs" (Weaver, 1956). The operational definition excludes those people who are voluntarily unemployed, because they do not really want to work, and the unemployable who are too sickly or physically handicapped to stand the strain of any job.

Besides satisfying the above definition the unemployed studied here had all their names enrolled in the Live Register of the City Employment Exchange and were technically called Registered Unemployed.

An employed person, on the contrary, is one who works exclusively on remunerative basis, and not on an honorary capacity, during normal working time, at normal wages under normal working condition and under the management of some concern, government or non-government. As such, persons earning on private tuitions are considered as unemployed when their names are found on the Live Registers of the Employment Exchanges. A notable point is that the registered unemployed are jobless but are not always without an earning.

Reports of early studies on the problem of unemployment and the unemployed are a handful. Gillin (1946), Weaver (1956), Blum (1956) and Bartlett (1946) refer to such 25 studies only about one-fourth of which appears to have a socio-psychological bearing.

3.1 American Studies on Unemployment :

Surveys of conditions attendant upon unemployment were not limited to periods of industrial crises or economic collapses. Many of them portrayed the economic consequences of unemployed people during both the periods of crisis and prosperity. Some of the early American studies on unemployment dealt primarily with numerical data of poverty, bad housing, malnutrition, and only secondarily, with psychological effects consequent upon forced idleness.

During the thirties, a period of allout industrial shut-down both in U. S. A. and Europe, many, though modest, studies on various aspects of depression were undertaken,

Some of them dealt with the psychological effects of unemployment like loss of morals, of efficiency, and of ability to adjust to new circumstances (Bakke, 1940). Some concerned themselves with unemployed man's personality and mental perils encountered during unemployment, namely, despair, dependency and sometimes revolt even. The attitude, opinions and frustrations of the unemployed and their families were studied by Rundquist and Sletto (1936).

Zawadzki and Lazarsfeld (1935) collected 774 autobiographies of Polish registered unemployed and analysed only 57 of them in relation to their psychological contents. A main criterion of their selection was the ability of the writer to express himself ; colourless and insincere reports as well as those of more than 10 years length of unemployment were rejected. In all the 57 cases home visits were instituted by the investigators in order to verify the authentication of the facts stated in the autobiographies. The studies revealed the following :

- (i) the change of basic emotional attitudes like 'a the unbroken, 'b) the resigned, (c) the distressed and (d) the apathetic';
- (ii) the change of specific moods like hopelessness, bitterness, outbreaks of rage, hatred, gloominess as an all-pervading feeling, flight to drunkenness, thoughts of suicide, fear of the future, ever-increasing perplexities, acute hunger-experiences etc ;
- (iii) feelings of degradation and "superfluousness" ;
- (iv) increased sensitivity ;
- (v) inert aggressiveness ;
- (vi) changes of outlook in relation to religion, morals, and social and political issues.

Angell (1936) made a sociological contribution to the social effects of the depression on the family life. He viewed the depression as a crucial experience in the interrelationships of family members whose future destiny was to a large extent determined by their ability to meet the shock of loss of income. He primarily wanted to learn and test the factors involved in the adjustment, successful or unsuccessful, to this shock. He, therefore, carefully selected for detailed study 50 families who had agreed to prepare under supervision intensive family narratives.

Angell found that the crucial factors in family adjustment to the depression were the original degrees of integration and of adaptability of these families. The integrated and highly adaptable families, though economically seriously affected by the depression, were invulnerable to any permanent social disorganization which might result from loss of income. In fact, his studies showed an increase in family unity and retention of general family structure in troubled times. On the other hand, he found that poorly integrated or maladjusted families could not withstand the added pressure of loss of income. On the whole, the general pattern of family organization before the depression formed the basis for the type of reaction experienced in times of prolonged crises.

Angell's methodological considerations are of equal importance. He emphasised the study of :

- (i) Homogeneous cultural background of comparable units like (a) parents and children living together, (b) American-born parents, (c) decrease of at least 25% in real income, (d) sudden decrease etc.
- (ii) Uniformity in presentation of data was regarded essential to testifying of formulated hypotheses and subsequent analysis of data.

- (iii) Detailed specific family narratives showed the degree of family units before and during loss of income and the subsequent shift of roles and family status. These narratives were later used as a source of "hunches" with respect to significant variables, and as a testing ground for discerning whether or not the actual outcomes could be predicted from the variables tentatively chosen. Several hypotheses were formulated by the author and discarded before the final one was validated.

Komarovsky (1940), a sociologist, sought to determine the causal relations between loss of authority and unemployment. She was mainly concerned with :

- (i) Whether or not the father had actually lost authority—defined as relative power exercised by one individual over another.
- (ii) What were the processes in the loss of authority.
- (iii) What pre-employment factors were predictive in the process after the father began work again.
- (iv) What non-employment factors were associated with the process.

To ascertain the existence or non-existence of these factors she selected for study certain families from the roles of a relief agency in an industrial section of New York. She made a study of 59 homogeneous families. In all of these cases the members were native-born Protestants. The father was a skilled or "white-collar" worker, unemployed for one year, and was sole provider before the depression. The home was not broken and had at least one child. The author made a detailed record of change regarding transformations in attitudes, conflicts, status and relations affected in these families by the depression. One of her remarkable

findings was on pre-depression husband-wife relationship. She observes "unemployment does not so much change the sentiments of the wife toward the husband, as it makes explicit the unsatisfactory sentiments that already existed prior to the depression".

3.2 European Studies on Unemployment :

Among the outstanding European studies on unemployment mention should be made of the Marienthal Investigation. A review of the findings is provided by Pear (1946). The unemployed inhabiting Marienthal, a village in Vienna, numbered 1486. The whole village had been unemployed for some three years, and the effects of unemployment were studied by a batch of investigators of the Psychology Department, University of Vienna. Their findings indicate that because of the extremely restricted bi-weekly income (dole) most housewives had detailed and rigid budgets. Yet, characteristically irrational expenditure often occurred. All conflicts were played out on the lower plane of individual quarrelsomeness, and debating and political clubs and institutions disappeared. Time lost its characteristic fixed points of reference. About 88% of the population carried no watch; very few read books and newspapers. There was a far-reaching absence of any form of planning.

The paralysing effects of unemployment were measured by classifying all families, according to a number of observational criteria, into those (i) who were still unbroken and resistant to social degeneration, even if in despair (23%), (ii) who were resigned (69%), (iii) who were broken, apathetic, no longer looking after their children or keeping up appearances (8%).

The achievements of Marienthal investigation consists chiefly in, (i) the combination of older sociological survey

methods with some of the methods and outlook of social psychology, (ii) the introduction of a better and more reliable method for acquiring information.

Prior to Marienthal investigation neither intensive nor extensive studies were made by psychologists on unemployment. Pear (1946), however, refers to a modest investigation by Bakke (1933) into the mental attitudes of the unemployed in Greenwich.

3.3 Indian Studies on Unemployment :

Though unemployment is a very acute problem in India and is a sort of national headache yet it has not been "systematically studied" from a socio-psychological standpoint (Sinha, 1972).

Sinha (1957) made a modest attempt to assess the attitude of the unemployed towards their family. Das (1966) obtained only 7.8% neurotic and 25% introverted among the unemployed he studied. Shanthamani (1969) made a socio-psychological study of some unemployed engineers. Banerjee *et al* (1970) studied the personality characteristics of a group of educated unemployed women. Banerji (1971) made a psychological investigation into the problem of unemployment.

Although most of the studies discussed above are not quite experimental they, on the whole, suggest that some sort of deterioration does take place in the personality make-up of the unemployed. The unemployed are generally characterised by their feelings of frustration, lack of ambition and self-confidence, loss of will-power and sociability, and above all, an emotional instability.

4.1 Hypotheses :

A review of literature and earlier investigations on the unemployed suggests differences in the personality make-up of the unemployed and the employed. The present study was designed to measure some possible differences in the personality domain using groups of literate unemployed and employed persons. For this purpose the following hypotheses were postulated and statistically tested :

Hypothesis—1 (H_1) : The unemployed as a group, are significantly more unfavourable than the employed in their attitudes towards the existing government of the land ;

Hypothesis—2 (H_2) : The unemployed as a group, are significantly more unfavourable than the employed, in their attitudes towards the moral issues ;

Hypothesis—3 (H_3) : The unemployed, as a group, are significantly more unfavourable than the employed, in their attitudes towards religion ;

Hypothesis—4 (H_4) : The unemployed, as a group, are

significantly more unfavourable than the employed in their attitudes towards the society they live in ;

Hypothesis--5 (H_5) : The unemployed, as a group, are significantly more neurotic than the employed ;

Hypothesis--6 (H_6) : The unemployed, as a group, are significantly less self-sufficient than the employed ;

Hypothesis--7 (H_7) : The unemployed, as a group, are significantly more introverted ;

Hypothesis--8 (H_8) : The unemployed, as a group, are significantly less dominant.

4.2 Subjects :

The subjects of the study were sampled from two (supposedly different) populations, employed and unemployed. The two groups of subjects were matched, as far as possible, on sex, age, educational level and socio-economic status.

The criteria for selection of subjects were partly arbitrary and partly determined by the nature of the 'tests' used. For properly answering the tests fairly educated persons having knowledge of the Bengali language were needed. The subjects for the experimental group (unemployed) were selected from the educated unemployed registered with the Regional Employment Exchange, Directorate of National Employment Service, Government of West Bengal, Calcutta. The Live Registers had on roll (as on March 31, 1961) 31, 674 male undergraduate (i.e., those having passed either the Matric/School Final or the Intermediate examinations) job-seekers residing in Calcutta (out of an enrolled total of 55,719 in the whole of West Bengal). There were also 3,613 such registered female job-seekers in Calcutta (4,476 in the whole of West Bengal). Although the selection of the undergraduate jobless for the present study was to some extent a matter of choice and convenience, they

represented the majority of the educated unemployed. Particulars about the registered job-seekers were stored in cards at the Exchange. It was decided to have a sample of 1 per cent of the total jobless. To ensure randomness in sampling every 75th of the 31,674 cards (for the males) was scanned for getting the necessary information (viz., name, address, educational qualification, etc.). Names and addresses of 422 were thus collected, of which 123 men had to be excluded subsequently because some had changed their addresses without information, 63 reported to have lost the test booklets supplied and 17 returned incomplete booklets. The sample was thus reduced to 219. From this again, a group of two hundred was finally drawn (for the reason of ease of computation) by randomly excluding 19 cases. The experimental sample then ultimately consisted of 200 Bengali-speaking registered male unemployed undergraduates of Calcutta having ages ranging from less than 22 to more than 28 years. This figure turned out to be a little less (0.6%) than the 1% sample stipulated earlier. A breakdown of the sample according to different characteristics is given in Table 4.1.

Table 4.1
Composition of unemployed sample
(N=200)

Period of unemployment (in months)	Age (in years)					
	22 & below		23-27		28 & above	
	M	I	M	I	M	I
6 and below	7	4	2	4	1	2
7-12	13	21	4	8	2	6
13-18	1	2	—	—	—	—
19-24	18	15	6	8	—	1
25-30	1	—	—	—	—	—
31 and above	16	10	21	23	2	2
Total	56	52	33	43	5	11

M=Matriculate I=Intermediate

To have a 1% sample of the female unemployed would mean only 36 cases. Moreover, it would prove difficult to get data from many of them. However desirable it was to have female subjects included in the sample, they had to be finally excluded.

The control group consisted of 200 male undergraduate employed individuals more or less similar to the experimental group on age, education, social background, etc. They were mainly drawn from clerical workers employed in various offices (Banks, General Post Office, Returned Letter Office, A. G. Bengal's Office, Railway Offices, schools, colleges and mercantile firms, etc.) in Calcutta. The detailed composition of the sample is given in Table 4.2.

Table 4.2
Composition of employed sample
(N=200)

Nature of job	Age (in years)					
	22 & below		23 - 27		28 & above	
	M	I	M	I	M	I
Govt. service	5	5	10	19	22	20
Private service	10	7	16	21	21	23
Business & others	2	3	5	3	2	6
Total	17	15	31	43	45	49

M = Matriculate I = Intermediate

4.3 The testes used :

To make the hypotheses statistically testable data were collected in the form of scores on the following tests :

1. Four attitude scales (in Bengali) A_1G , A_2M , A_3R and A_4S , developed for the study, corresponding to four attitude objects — government, morality, religion and society, respectively.

2. The Bengali version of the Bernreuter Personality Inventory (short form).

1. The four scales were constructed by the Summated Rating Technique propounded by Likert (1932). Each scale consisted of 20 statements, 10 positive and 10 negative. Responses to each statement ranged over 5 categories : (i) strongly agree, (ii) agree, (iii) partly agree or undecided, (iv) disagree and (v) strongly disagree. The corresponding scores assigned to these 5 categories for the positive statements were 5, 4, 3, 2 and 1, and for the negative statements 1, 2, 3, 4 and 5. The total score obtained by a respondent was the sum of his scores on all the 20 statements. Obviously, the total score on a scale ranged from 20 to 100. The higher the score the more favourable was the attitude, and vice versa. The construction of the attitude scales involved a lot of work and formed one of the major divisions of the present study. The next chapter is, therefore, entirely devoted to the problem of constructing the scales.

2. The Bernreuter Personality Inventory (BPI) is a widely circulated and much publicised self-reporting personality inventory. Results of studies on its reliability, validity, etc., are given in the Manual (Bernreuter, 1935) as well as by Lorge (1935), Landis, Zubin & Katz (1935) and Super (1942).

Gayen and Saha (1954) shortened the original version of the BPI, consisting of 125 items, into 30 items, and claimed that it was 98% as efficient as the original one. This short form was adapted into Bengali by Mahanta (1965). This short Bengali version of the inventory was employed in the present study to economise time and labour on the part of both the investigator and the respondents. The scores were differentially weighted ones assigned to 'yes-no-' responses of the subject and ranged on a bipolar scale.

Scores on the following four scales were considered :

B₁-N : 'A measure of neurotic tendency. Persons scoring high on this scale tend to be emotionally unstable.'

B₂-S : 'A measure of self-sufficiency. Persons scoring high on this scale prefer to be alone, rarely ask for sympathy or encouragement and tend to ignore the advice of others.'

B₃-I : 'A measure of introversion and extroversion. Persons scoring high on this scale tend to be introverted, that is, they are imaginative and tend to live within themselves... Those scoring low are extroverted, that is, they rarely worry, seldom suffer emotional upsets, rarely substitute daydreaming for action.'

B₄-D : 'Persons scoring high on this scale tend to dominate others in face-to-face situations. Those scoring low tend to be submissive'.

Since norms provided by Bernreuter did not fulfil the need of the present study, and local norms being unestablished, subjects could not be evaluated against norms.

4.4 Collection of data :

Data were collected from each subject with the help of a booklet (Appendix B) consisting of three parts. The first part contained items of personal information like age, sex, educational qualification, economic status of the family, income aspiration, year of passing the last examination, period of unemployment and so on ; the second part contained the 30 items of BPI with necessary instruction ; and the third part contained the 4 attitude scales with specific instructions of answering the attitude statements. Every subject was personally approached, and purpose of the study was verbally explained to him. Assurance of treating the data as strictly confidential was clearly given on the cover of the booklet. The "safeguard of anonymity" (Spratt, 1956) was further guaranteed as there was no provision for mentioning the subject's name and address anywhere in the

booklet. This was specifically emphasised (printed in bold type) on the cover-page of the booklet. Subjects were allowed unrestricted time for answering the booklet.

The unemployed individuals were all personally approached at their residences. They were not told how their names and addresses were collected from the Employment Exchange. This was done with a view to checking any misapprehension about the investigators as government employees, since people might desist from giving free and frank responses. On the other hand, they were told to have been searched out by local inquiry. On the first day of contact the booklets were left with them so that they might fill them at their leisures, and later they were collected.

Almost all the employed persons were personally approached at their working places. But some of them declined to return the booklets in the presence of their colleagues. Their booklets had to be collected from their residences. A few booklets were received by post.

S.C.E.R.T., West Bengal

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CONSTRUCTION OF ATTITUDE SCALES

The current use of the term attitude is quite confusing because of the different shades of meaning attached to it by different authors e. g., Allport, 1924; Symonds, 1927; Bernard, 1928; Allport, 1935; Murphy, Murphy & Newcomb, 1937; La Piere, 1938; McNemar, 1946; Krech & Crutchfield, 1948; Hartley & Hartley, 1952; Guilford, 1954; Maier 1955; Newcomb, 1955; Green, 1956; Thurstone & Chave, 1956. The definition of attitude generally accepted in this study has been discussed in Chapter 2. An attitude was taken to mean "a syndrome of response consistency with regard to (a set of) social objects" (Campbell, 1950).

The three most widely used techniques of attitude measurement by "scales" are the Equal-appearing Intervals method of Thurstone (1928), Summated Ratings method of Likert (1932) and the Scalogram Analysis of Guttman (1944). Details of these techniques are given in Ferguson (1952), Remmers (1954), Blum (1956), Thurstone & Chave (1956), Young (1956) and Edwards (1957).

5.1 The Summated Rating Technique :

The attitude scales employed in the present investigation were developed through the summated rating technique of Likert. The attitudes, measured through various responses, are supposed to be 'grouped in patterns and clusters' and are

symptomatic of an individual's dispositional organisation towards a particular object or area. This is the theoretical standpoint underlying the summated rating technique of attitude scaling.

The justification for adopting the Likert technique is "its relative simplicity" and its yielding "scales of high reliability" (Hall, 1934). It is "less laborious than that developed by Thurstone" (Rundquist & Sletto, 1936), further, in this technique "the judging group is not an important factor" (Edwards & Kenny, 1946).

5.2 Attitude objects :

As an attitude-object the term (1) *Government* is assumed in this study to signify a body of people who implement or operate some social controls with respect to some "organized and regulated institutions of society" (Allport, 1924) like education, religion, marriage etc.

In defining (2) *Morality* Warren (1934) has been followed as the "conduct of the individual which conforms to the standards set by the community, particularly those standards which deal with right and wrong". It refers to all "social sanctions implemented by the mores" (Remmers, 1954).

The definition of (3) *Religion* adopted here is one synthesised from those given by Allport (1924), Warren (1934) and Thouless (1950) and may be stated as the belief, feeling and behaviour or "a felt practical relationship" with respect to superhuman person or personified power or powers. It is an "inner experience of the individual.....to harmonise his life with the Beyond" (Clark, 1959).

The word (4) *Society* implies here some customs, traditions and practices that promote healthy relation, co-existence, mutual co-operation and cohesion among human beings living in a group or community.

5.3 Developmental procedure :

The preparatory stages for constructing the 4 scales were as follows :

5.3.1 Item construction :

Items of an attitude study are generally known as "Statements" and a statement is defined as "any thing that is said about a psychological object" (Edwards, 1957).

The first step in the construction of an attitude scale lies in obtaining statements that are "expressive of attitudes covering as far as possible all gradations from one end of the scales to the other" (Thurstone & Chave, 1956). Some such statements were phrased by the author himself, some were obtained from newspaper editorials and magazine articles, some were written out by a few post-graduate students of psychology, Calcutta University. The majority of statements were, however, collected from a number of unemployed undergraduates, the persons for whom the final scales were designed. The areas of content for each attitude object were first defined in terms of several categories or dimensions, arbitrarily chosen, of high topical interest where opinions were definitely known to be polarised. Statements of the scale A_1G were those expressing the policies and programmes of the existing Government in the fields of

- (i) education, planning and development,
- (ii) foreign, home and general policies,
- (iii) refugee rehabilitation,
- (iv) food and agriculture,
- (v) labour,
- (vi) industry and economy.

In case of the scale A_2M six categories were fixed up corresponding to some standard moral codes or practices, for example,

- (i) honesty and sincerity,
- ii obedience to superiors,
- (iii) fairness of justice,
- (iv) sex chastity, moral education, character and loyalty
(between husband and wife),
- (v) responsibility,
- (vi) miscellaneous.

Statements of the scale A₃R were categorised as follows :

- (i) morality and character,
- (ii) individual and social adjustments,
- (iii) altruism and universalism,
- (iv) broad and rational outlook.

Categories of statements for the scale A₄S were :

- (i) family and parenthood,
- (ii) marriage and marital relations (love-, late-, early-, intercaste- etc., marriages),
- (iii) existing practices in social life (e.g., free-mixing, casteism, female education, etc.) and
- (iv) miscellaneous and discrete functions (e.g., capital punishment, military training etc.).

The choices to the statement were expressed in 5-point attitude continua representing the highest degree of favourableness to the highest degree of unfavourableness.

Thus 4 initial sets with about 200 statements for each scale were compiled and subjected to scrutiny and editing. The informal criteria, like avoidance of statements that are :

- (i) factual,
- (ii) ambiguous,
- (iii) double-barreled,
- (iv) lengthy,
- (v) having several parts,
- (vi) reflecting more than one variable,

and so on, suggested by Ferguson (1939), Edwards & Kilpatrick (1949), and Edwards (1957), were the guiding principles to govern the phrasing and editing work. The original statements (about 800) after this critical scrutiny were reduced to 200.

At the second stage, these 200 statements were presented to 10 experienced judges (each having basic qualification in Psychology at least upto M. Sc. standard and also having research experience of considerable standing) for further evaluation, testing conformity to the respective attitude objects and final check-up.

At the third stage, the lists of statements thus prepared were given a preliminary tryout on a small sample of 20 undergraduates of both sexes, 10 of whom were employed and 10 unemployed. The main objective was to elicit comments and queries from them about the ambiguities and obscurities that might have escaped previous notice.

It is to be noted that unlike the omnibus "survey" of Likert (1932) the 4 scales here stood out in isolation as independent units.

Thus scrutinised the numbers of statements that constituted the 4 scales A_1G , A_2M , A_3R , and A_4S were 50, 50, 42 and 47 respectively.

5.3.2 Item analysis

5.3.2.1 Sample : The final tryout was carried on by administering the 4 scales on a random sample of 200 adults whose age-range stemmed from 16 years and whose educational achievements lay between Matriculation/School Final level and below Graduation standard. The sample comprised both sexes, married and unmarried, employed and unemployed. The exact composition was as follows :

Table 5.1
Composition of the sample
(N = 200)

						Age	
Employed	Unemployed	N	Married	Unmarried	Mean	S. D.	
Male 125	41	166	36	130	25.57	4.45	
Female 12	22	34	13	21	22.23	2.64	
Total 137	63	200	49	151	—	—	

5.3.2.2 Method : In consideration of its computational ease the t-test method was adopted in preference to certain other techniques of item analysis (Young, 1956 ; Edwards, 1957). Score values* were assigned to each of 5 specific responses (a,b,c,d,e) for a statement and on the basis of the

* 5, 4, 3, 2, 1 for a, b, c, d, e in positive statements and in reverse order for negative statements.

summated scores obtained from all the statements, the scripts were arranged in serial order from high to low. The two extreme quarters of this series of 200 scores were then considered as the two criterion groups in terms of which individual statements were evaluated. The discriminative values of all the statements were computed individually by making 't-test' through the estimation of Critical Ratios and they are shown in Table 5.2

Table 5.2
Discrimination (t) Values of Attitude Statements
 (Tryout scales)

Statement	S A ₁ G	c A ₂ M	a I A ₃ R	e s A ₄ S
1	8.76 **	2.29 *	9.63 **	4.26 **
2	7.48 **	3.89 **	5.73 **	3.99 **
3	7.48 **	8.23 **	6.96 **	1.98 *
4	9.95 **	5.37 **	12.95 **	0.45
5	5.52 **	6.56 **	9.80 **	0.44
6	2.00 *	4.29 **	3.84 **	3.21 **
7	5.83 **	4.06 **	2.82 **	1.95
8	8.74 **	8.09 **	3.30 **	3.37 **
9	10.11 **	6.08 **	9.20 **	3.34 **
10	1.86	5.18 **	1.27	1.13
11	8.19 **	2.94 **	8.45 **	5.71 **
12	3.54 **	3.51 **	10.38 **	4.43 **
13	8.11 **	5.24 **	12.47 **	3.68 **
14	5.07 **	6.58 **	11.83 **	2.94 **
15	10.32 **	5.24 **	10.70 **	3.80 **
16	7.05 **	7.65 **	13.61 **	2.46 *
17	7.90 **	5.17 **	15.56 **	6.28 **

* Significant at .05 level

** Significant at .01 level

Table 5.2

(Contd.)

Statement	S	c	a	l	e	s
	A ₁ G	A ₂ M	A ₃ R	A ₄ S		
18	6.83 **	4.98 **	4.49 ***	0.14		
19	3.31 **	0.96	6.56 **	3.75 **		
20	11.68 **	0.71	4.80 **	1.61		
21	8.48 **	3.64 **	9.40 **			
22	5.30 **	2.65 **	6.73 **	2.78 **		
23	8.38 **	1.63	13.20 **	1.43		
24	5.80 **	0.81	11.03 **	2.20 *		
25	6.00 **	0.37	7.84 **	1.72		
26	5.43 **	10.05 **	10.25 **	3.52 **		
27	7.08 **	7.28 **	7.84 **	5.46 **		
28	3.50 **	5.27 **	11.04 **	0.63		
29	13.26 **	7.15 **	5.82 **	5.75 **		
30	6.54 **	9.01 **	4.53 **	4.97 **		
31	3.70 **	4.58 **	5.46 **	1.03		
32	5.23 **	7.92 **	9.01 **	4.73 **		
33	3.20 **	5.20 **	10.23 **	0.29		
34	5.05 **	7.33 **	10.66 **	3.16		

* Significant at .05 level ** Significant at .01 level

Table 5.2

(Contd.)

Statement	S	c	a	l	e	s
	A ₁ G	A ₂ M	A ₃ R	A ₄ S		
35	1.79	11.30 **	3.06	5.71 **		
36	8.50 **	4.52	12.02	2.25		
37	4.90 **	3.10	10.88	6.78 **		
38	9.36 **	9.08	10.45	5.55		
39	6.10 **	7.00	12.78	4.12		
40	8.40 **	7.10 **	8.65	4.28		
41	5.52 **	5.30	12.80	3.00		
42	4.15	9.48	13.95	2.57		
43	9.73 **	4.52	—	5.66		
44	4.60	6.76	—	2.96		
45	7.65 **	7.05	—	—		
46	6.43 **	3.84 **	—	6.84		
47	3.80 **	3.00 **	—	8.80		
48	2.29 *	6.30 **	—	3.68		
49	9.54 **	6.61 **	—	0.84		
50	7.72 **	3.22	—	—		

* Significant at .05 level ** Significant at .01 level

This operation was done for each of the 4 scales. The statements were then arranged in rank order according to their t-values and those having t-values significant at least at .05 level were selected. Edward's suggestion * to accept a statement as sufficiently discriminating if it gives a t-value equal to or greater than 1.75 was accepted in several cases, in order to represent, as far as practicable, all the arbitrary categories mentioned earlier under each attitude object. The final scale thus constructed consisted in each case of 20 statements, 10 of which were positively stated and 10 negatively. The statements of the final scales are detailed in Table 5.3.

Table 5.3
Discrimination (t)-values of Attitude Statements
(Final scales)

Stt. No.	A ₁ G	Or.Stt. No.	A ₂ M	Or.Stt. No.	A ₃ R	Or.Stt. No.	A ₄ S	Or.Stt. No.
1	7.48	2	8.23	3	12.95	4	4.26	1
2	7.48	3	6.56	5	9.90	5	3.99	2
3	8.95	4	5.24	15	11.27	10	3.37	8
4	5.83	7	4.98	18	8.45	11	3.34	9
5	8.74	8	10.05	26	10.38	12	2.13	10
6	8.11	13	5.17	17	12.47	13	5.71	11
7	5.07	14	5.27	28	11.83	14	4.73	12
8	10.32	15	7.15	29	10.70	15	2.78	22
9	7.90	17	9.01	30	14.49	18	3.52	26
10	11.68	20	4.58	31	4.80	20	5.75	29
11	8.38	23	7.92	32	9.40	21	4.97	30
12	5.80	24	7.33	34	11.03	24	4.73	32
13	13.26	29	11.30	35	11.04	27	3.16	32
14	3.20	33	0.52	36	3.06	35	5.71	25
15	8.50	36	9.08	38	12.02	38	6.78	37
16	9.36	38	7.00	39	10.45	38	5.55	38
17	8.40	40	5.30	41	12.78	39	4.12	39
18	9.73	43	9.48	42	8.65	40	4.28	40
19	9.45	49	6.30	48	12.80	41	2.96	44
20	7.72	50	6.61	49	13.95	42	8.80	47

* Personal communication.

5.3.3 Reliability :

The reliabilities of the scales were estimated by the split-half technique, the method of splitting being both odd-even and first-half vs. second-half. The coefficients obtained for each scale by the two methods, together with the values corrected after applying Spearman-Brown formula, are presented in Table 5.4.

Table 5.4
Coefficients of Reliability

Scales	Odd vs. Even		First-half vs. Second-half	
	r (half)	r (total)	r (half)	r (total)
A ₁ G	.73	.84	.63	.78
A ₂ M	.68	.80	.74	.85
A ₃ R	.78	.87	.81	.89
A ₄ S	.41	.58	.52	.68

5.3.4 Validity :

Validating an attitude scale with some external criterion like interview-results (Cronbach, 1949) or others (McNemar, 1946) was not undertaken because of some practical difficulties. But that the scales have "Face-validity" or "Logical-validity" (Anastasi, 1959) and "Jury-validity" (Goode & Hatt, 1952) can be ascertained from the fact that the statements were previously judged as conforming to the nature of the continua by a group of 10 experts (mentioned earlier).

5.3.5 Test for Normality :

Since the summated rating technique assumes a normal distribution of the scores for the attitude continuum, the nature of distribution of the summated scores of the present sample on each of the 4 scales was tested in order to verify this assumption in the study. The chi-square method was applied to test deviations of the obtained distribution from the expected one (Table 5.5).

Table 5.5
Test for Normality

Scales	N	M	S.D	X ²	df	P
A ₁ G	200	54.115	13.731	10.60	9	.05
A ₂ N	200	71.360	12.932	19.83	9	.05
A ₃ R	200	69.252	17.931	18.21	10	.05
A ₄ S	200	71.605	10.000	14.03	7	.05

RESULTS AND INTERPRETATION

This is a study of group differences based on scores in some test variables obtained by a group of unemployed and a group of employed undergraduates. Both the groups were similar in composition, but each comprised individuals belonging to three age-ranges (22 years & below, between 23 & 27 years, and 28 years & above) and two levels of education (Matriculate & passed-Intermediate). Apparently, then, each group consisted of a number of subsamples classifiable according to age and education. However, when these subsamples in each group and for each variable were tested for homogeneity, they turned out to be mostly homogeneous. Tables 1 to 18 of the Appendix show that only 9 t-ratios out of 144 are significant at .05 level or beyond. Thus, effect of variation in age and education could be practically ignored, and the unemployed and the employed groups could be treated in entirety.

But, the individuals of the unemployed group could be further divided into three subsamples according to the period

of unemployment : those unemployed for 12 months or less, those unemployed for 13 to 24 months, and those unemployed for 25 months or more. On testing for homogeneity, these subsamples were found to differ significantly. Tables 19 to 21 (Appendix) show that subsample I (unemployed for 1 year or less) differs significantly on most of the variables from subsample III (unemployed for 25 months or more). Except for one significant t-value, subsample I does not differ from subsample II (unemployed for 13 to 24 months). Subsample II does not differ significantly from subsample III. Consequently, subsample I ($N=74$) was left alone, and subsamples II and III were combined ($N=126$). For the purpose of testing the hypotheses postulated in this study, the entire employed (control) group ($N=200$) was compared separately with subsample I ($N=74$) and the combined subsample II and III ($N=126$) of the unemployed (experimental) group.

Scores obtained by the groups on the eight variables were first analysed for finding the measures of central tendency and dispersion. These are given in Table 6.1.

Table 6.1
Distribution of scores obtained by the unemployed (2 subsamples)
and the employed on 8 test variables

Variables	Unemployed Subsample I (N=74)			Unemployed Subsample II & III (N=126)			Employed Sample (N=200)		
	Range	Mean	S.D.	Range	Mean	S.D.	Range	Mean	S.D.
A ₁ G	25-80	51.081	14.64	20-91	55.007	13.69	20-90	53.400	12.20
A ₂ M	32-99	63.357	14.47	24-96	66.317	14.10	32-100	68.300	14.16
A ₃ R	20-96	56.324	18.48	24-95	64.571	14.47	20-100	67.625	18.67
A ₄ S	45-98	72.621	10.99	47-93	72.579	9.64	28-95	70.750	11.54
B ₁ N	-55-55	-13.472	27.02	-52-55	-2.476	25.54	-67-64	-0.740	26.78
B ₂ S	-57-36	2.216	17.35	-36-43	0.182	18.06	-53-57	-3.160	20.21
B ₃ I	-36-32	-6.581	17.31	-35-32	-2.523	13.86	-37-38	-1.420	14.51
B ₄ D	-33-48	20.702	16.97	-19-49	15.079	16.45	-27-55	11.475	17.30

The Table 6.1 shows that the spread of scores for each variable in one sample is very close to that for each corresponding variable in the other sample.

Next, each of these two unemployed subsamples was compared with the total employed group. The usual method of testing the significance of difference between the means by the t-ratio was employed. The results are presented in Tables 6.2 and 6.3.

Table 6.2

Test of Homogeneity of Mean Scores on the 8 Personality variables between two groups—one unemployed for more than one year ($N_1=126$) and the other employed ($N_2=200$)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	55.008	53.400	1.489	0.744	1.076
A ₂ M	66.318	68.300	1.602	1.003	1.228
A ₃ R	64.571	67.625	2.154	1.744	1.547
A ₄ S	72.579	71.250	0.738	0.667	1.122
B ₁ N	-2.476	-0.740	5.181	3.586	0.587
B ₂ S	0.182	-3.160	2.591	2.043	1.552
B ₃ I	-2.524	-1.420	1.526	1.055	0.687
B ₄ D	15.079	11.475	2.150	1.497	1.887

Table 6.3

Test of Homogeneity of Mean Scores on the 8 Personality variables between two groups—one unemployed for one year and below ($N_1=70$) and the other employed ($N_2=200$)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	51.081	53.400	2.939	0.744	1.208
A ₂ M	63.351	68.300	2.867	1.003	2.526*
A ₃ R	56.324	67.625	4.676	1.744	4.459**
A ₄ S	72.622	71.250	1.651	0.667	0.901
B ₁ N	-13.473	-0.740	10.005	3.586	3.460**
B ₂ S	2.216	-3.160	4.126	2.043	2.168*
B ₃ I	-6.581	-1.420	4.106	1.085	2.273*
B ₄ D	20.703	11.475	3.906	1.497	3.978**

* Significant at .05 level

** Significant at .01 level

It is seen from Table 6.2 that all the t-values are insignificant. However, from Table 6.3 it is seen that t-values for two attitude variables (A₂M and A₃R) and all the 4 personality variables are significant.

The two groups—the employed and the unemployed for one year or less—not only differ significantly in two attitude variables but the direction of difference is also worth noting. It is in the anticipated direction. The unemployed are significantly more unfavourable than the employed. On the strength of this the null hypotheses may be rejected in favour of the second and third hypotheses postulated earlier.

The attitude of the unemployed towards the Government is, as expected, relatively less favourable than that of the employed. But the case is just the reverse regarding the attitude towards society. This discrepancy in attitudes, might be due to either the accidents of sampling or the low reliability of the attitude scale concerned. Anyway, these two attitude variables have yielded insignificant differences

between the groups of unemployed and employed. The null hypothesis is, therefore, retained, and the first and fourth hypotheses are rejected.

On the 4 personality variables the unemployed sample significantly differs from the employed. But the direction of difference in personality pattern is quite contrary to the postulated hypotheses. It can be seen from both Tables 6.2 and 6.3 that the unemployed are significantly (i) less neurotic, (ii) more self-sufficient, (iii) less introverted and (iv) more dominant, than the employed.

The possible reasons for such anomalous findings may be that

(i) Unemployment has no direct bearing on the basic structure of personality. If it has any at all, it is just on the surface level, say, the attitude pattern of an individual.

(ii) No self-reporting technique (like the BPI used here) is adequate to measure efficiently any change that might occur under the impact of unemployment in the deeper level or basic traits of the unemployed individuals.

(iii) Most of the "registered unemployed" concerned here are not unemployed in the true sense, rather they are 'underemployed'. Because, the vast majority of them are students who carry on regular studies in colleges or technical institutions and yet casually enroll themselves in the Live Register, of the Employment Exchange in the expectation of any chance job opportunity. Moreover, they are not absolutely without any earning. Personal interview with some of them revealed that most of them had some earning from sources like private tuitions, odd part-time jobs etc.

(iv) The effect of education might have some role to play on personality. As the experimental group is educated, the individuals comprising this group are likely to have rational and objective outlook towards life and social events. This might lessen the intensity of personality deterioration as anticipated.

(v) The studies made so far on unemployment and the unemployed leave scope of doubt if the approaches were objective and unbiased. This might have led to an improper framing of the hypotheses.

It is rather queer that no significant difference was obtained between the employed persons and the persons unemployed for more than one year. If unemployment were directly related to the personality variables as revealed by test scores, there would have been greater discrepancy between the employed and the unemployed of a longer period. Inter-group comparisons of the unemployed subsamples (Tables 19 to 21) do not seem to suggest any definite relationship. In three of the attitude variables, the relationship between attitude and period of unemployment though seems to suggest a direct relationship (i. e., longer the period of unemployment higher the attitude score), it is contrary to the expected direction. In the case of personality variables no consistent relationship is found. Unless the nature of the relationship between unemployment and these variables can be definitely postulated the degrees of difference between the employed persons and the persons remaining unemployed for different periods cannot be anticipated.

Thus, the findings are on the whole negative in character. The tests employed have failed to differentiate between the groups under study on most of the variables considered.

SUMMARY AND CONCLUSIONS

The present report embodies the results obtained from a group-difference study of a cross-section of unemployed and employed undergraduates in Calcutta, with respect to some of their personality variables. The study is divided into two parts. The first part describes in detail the construction of four attitude scales and the second part contains report of an administration of these attitude scales and personality inventory to the experimental (unemployed) and control (employed) groups of subjects.

For the present study four attitude scales corresponding to four attitude objects, Government, Morality, Religion and Society, were constructed following the Likert technique of summated rating. The scales, A_1G , A_2M , A_3R and A_4S , finally consist of 20 statements each. Each statement refers to a bipolar continuum and responses are scored on a 5-point scale, the high score indicating a favourable attitude.

An individual's total score on a scale is the sum of scores for his responses on all the statements in that scale. The item-analysis was done on the data obtained from 200 randomly selected adults, both males and females. The statements finally retained were selected on the basis of their power to discriminate between two criterion groups. The corrected odd-even, and the first half vs. the second half reliability coefficients, respectively, are .84 and .78 for A_1G , .80 and .85 for A_2M , .87 and .89 for A_3R , and .58 and .68 for A_4S . The face validity (or juri validity) of the scales was determined from experts' opinions about the conformity of statements to the attitude continua. The Chi-square test indicated the normalcy of distribution of the summated scores (on each scale) obtained from the item-analysis sample.

With a view to statistically testing the tenability of 8 hypotheses postulated, these four attitude scales, thus developed, together with a personality inventory (the short form of the Bernreuter) were administered to two samples of unemployed and employed undergraduate males consisting of 200 each. Though these samples were otherwise similar in background, the individuals were spread over three age-ranges and two levels of education on testing the homogeneity of the subsamples based on age and education (in each of the larger samples) they were found to be more or less homogeneous. Effect of variation in age and education could, therefore, be practically ignored and the two subsamples treated as homogeneous. The unemployed sample when further classified on the basis of three arbitrary periods of unemployment yielded three subsamples differing among themselves. This necessitated a final breakdown of the total sample of 200 unemployed into 2 subsamples, one ($N=74$) unemployed for 1 year or less, and the other ($N=126$) for more than 1 year. These two unemployed subsamples were each compared with the total employed sample on their mean scores for 8 test

variables. It is worth noting that the subsample of longer period of unemployment does not differ significantly on any of the test variables with the employed sample, whereas, the sample of shorter period of unemployment differs significantly with the employed sample on 6 variables out of 8. On the strength of these findings, 6 research hypotheses out of 8 are rejected and their corresponding null-hypotheses are retained. The study on the whole reports negative findings.

The study is somewhat pioneer of its kind in India, and hence is bound to be exploratory in nature. The work had to be carried out under severe limitations, and the investigation is not at all free from shortcomings. The first handicap that the investigator had to encounter was dearth of suitable instruments for investigating the problem. The second was paucity of adequate references, Indian as well as foreign, to such line of investigation. Lack of sincere cooperation on the part of the educated unemployed was also a hindrance. Care was taken, however, to make the study as much objective and unbiased as practicable under such limitations.

Many such limitations may prove well-nigh insurmountable to any researcher who intends to make a scientific probe into social problems like the present one. Some improvements may, however, be made by constructing more efficient tests for personality measurement and adopting more appropriate methods of research.

The central theme of the present problem is, no doubt, a differential study of group characteristics in certain personality variables of persons employed and persons unemployed. Nevertheless, this can be treated as a prelude to some further intensive investigation into the effects of unemployment on the personality as a whole. In fact, only a horizontal approach has been made here with a view to exploring some dimensions of personality where unemployment is likely to have some positive damaging influence. The negative character of the results obtained here should not minimise the importance of the approach made or the scope of the problem itself. It rather

suggests not only inquiries into personality domains but also with all the more efficient tools in hand. Some sort of a clinical approach may, however, be made with interview or projective techniques. A follow-up study might also be suggested as the best approach of probing directly into the effects of unemployment on personality. But this too is not absolutely free from some other practical difficulties nor the way to a follow-up study is quite easy.

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APPENDIX A

Tables A.1-A.6

Test of homogeneity of mean-scores on the 8 personality variables for groups based on **education** within the unemployed and employed samples :

(U=Unemployed, E=Employed, M=Matriculate, I=passed-Intermediate, A=Age : 22 years and below, B=Age : between 23 & 27 years and C=Age : 28 years & above)

*Significant at .05 level

**Significant at .01 level

Table A.1

UMA vs. UIA
(N=46) (N=63)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	57.021	53.460	125.497	178.567	1.496
A ₂ M	64.978	63.460	145.664	171.843	0.619
A ₃ R	63.369	61.524	119.261	185.456	0.824
A ₄ S	69.891	75.032	125.095	92.722	2.488*
B ₁ N	-4.978	-7.317	727.504	707.779	0.445
B ₂ S	-0.787	-0.428	324.272	285.610	0.107
B ₃ I	-3.260	-4.905	255.328	244.210	0.531
B ₄ D	16.240	14.921	317.394	271.998	0.396

Table A.2

UMB vs. UIB
(N=31) (N=45)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	55.903	52.378	126.371	114.967	1.349
A ₂ M	69.677	62.422	226.599	817.716	1.448
A ₃ R	65.354	61.578	380.919	456.705	0.803
A ₄ S	67.483	74.778	114.003	86.895	3.035**
B ₁ N	-7.193	-5.666	461.131	863.429	0.263
B ₂ S	1.193	3.978	301.447	424.420	0.627
B ₃ I	-2.290	-2.778	266.852	259.194	0.127
B ₄ D	19.032	16.622	219.385	378.764	0.602

Table A.3

UMC vs. UIC
(N=7) (N=8)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	41.142	39.500	145.764	333.750	0.192
A ₂ M	58.714	58.500	298.523	172.775	0.023
A ₃ R	54.428	44.125	515.164	383.854	0.869
A ₄ S	67.000	73.625	182.285	227.239	0.836
B ₁ N	-1.714	-13.000	115.347	802.850	0.651
B ₂ S	-2.714	5.750	141.634	91.937	1.396
B ₃ I	-1.000	-8.250	379.428	290.937	0.708
B ₄ D	14.428	17.000	348.833	406.500	0.239

Table A.4
 EMA vs. EIA
 (N=17) (N=16)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	58.353	58.000	234.333	123.130	0.074
A ₂ M	69.236	68.062	167.964	172.871	0.250
A ₃ R	67.000	68.687	371.411	189.291	0.115
A ₄ S	70.177	71.625	165.242	101.362	0.351
B ₁ N	-7.235	-0.937	306.000	57.453	1.315
B ₂ S	-11.706	-5.562	185.910	357.004	1.032
B ₃ I	-6.706	-2.437	115.500	144.621	1.066
B ₄ D	5.294	11.687	232.021	221.351	1.020

Table A.5
 EMB vs. EIB
 (N=29) (N=45)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	56.104	50.577	263.410	163.390	1.526
A ₂ M	66.276	68.622	270.042	222.091	0.612
A ₃ R	68.310	68.133	406.874	286.382	0.385
A ₄ S	74.035	71.044	89.539	122.022	1.224
B ₁ N	-1.448	-5.177	837.140	788.290	0.547
B ₂ S	-3.104	-0.377	450.280	477.931	0.525
B ₃ I	-1.483	-2.288	232.761	230.033	0.218
B ₄ D	11.828	14.933	325.719	312.434	0.717

Table A.6

EMC vs. EIC
 (N=45) (N=48)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	50.977	45.917	135.545	799.710	1.129
A ₂ M	69.133	68.104	257.758	152.280	0.341
A ₃ R	65.888	65.916	320.031	414.711	0.069
A ₄ S	68.177	71.375	159.447	175.572	1.179
B ₁ N	0.533	3.062	762.996	682.061	0.448
B ₂ S	0.577	-4.437	430.787	361.542	1.199
B ₃ I	-1.000	1.125	197.870	230.001	0.692
B ₄ D	12.400	9.335	370.420	315.891	0.788

Tables A.7—A.18

Test of homogeneity of mean-scores on the 8 personality variables for groups based on age within the unemployed and the employed samples.

(U=Unemployed, E=Employed, M=Matriculate, I=passed-Intermediate, A=Age : 22 years and below, B=Age : between 23 and 27 years, and C=Age : 28 years and above)

*Significant at .05 level

**Significant at .01 level.

Table A.7

UMA vs. EMB
(N=36) (N=31)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	57.021	55.903	125.497	114.967	0.422
A ₂ M	64.978	69.677	135.664	817.716	1.430
A ₃ R	63.639	65.354	119.261	456.705	0.479
A ₄ S	69.891	67.483	125.095	86.895	0.938
B ₁ N	-4.978	-7.193	727.504	863.429	0.394
B ₂ S	-0.787	1.193	324.272	424.420	0.476
B ₃ I	-3.260	-2.290	255.328	259.194	0.254
B ₄ D	16.240	19.032	317.394	378.764	0.731

Table A.8

UMA vs. UMC
(N=46) (N=7)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	57.021	41.142	125.497	333.750	2.970**
A ₂ M	64.978	58.714	145.664	172.775	0.789
A ₃ R	63.369	54.428	119.261	383.854	0.941
A ₄ S	69.891	67.000	125.095	227.239	0.502
B ₁ N	-4.978	-1.714	722.504	802.850	0.229
B ₂ S	-0.787	-2.714	324.272	91.937	0.347
B ₃ I	-3.260	-1.000	255.328	290.937	0.272
B ₄ D	16.260	14.428	317.394	406.500	0.226

Table A.9

UMB vs. UMC
(N=31) (N=7)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	55.903	31.142	126.371	145.764	0.695
A ₂ M	69.677	58.714	256.599	298.553	1.336
A ₃ R	65.354	54.428	380.919	515.164	1.103
A ₄ S	67.483	67.000	114.306	182.285	0.825
B ₁ N	-7.193	-1.714	461.131	115.347	0.386
B ₂ S	1.193	-2.714	301.447	141.634	0.673
B ₃ I	2.290	-1.008	266.852	379.428	0.151
B ₄ D	19.032	14.428	219.385	348.833	0.569

Table A.10

UIA vs. UIB
(N=63) (N=45)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	53.460	52.378	178.567	114.967	0.461
A ₂ M	63.460	62.422	171.843	817.716	0.224
A ₃ R	61.524	61.578	185.465	456.705	0.015
A ₄ S	75.032	74.778	92.722	86.895	0.132
B ₁ N	-7.317	-5.666	707.779	863.429	0.336
B ₂ S	-0.428	-3.978	285.610	424.420	1.234
B ₃ I	-4.905	-2.778	244.210	259.194	0.678
B ₄ D	14.921	16.622	271.998	378.764	0.471

Table A.11

UIA vs. UIC
(N=63) (N=8)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	53.460	39.500	178.567	333.750	1.963
A ₂ M	63.460	58.500	171.843	172.775	0.946
A ₃ R	61.524	44.125	185.456	383.854	2.288*
A ₄ S	75.032	73.625	92.722	227.239	0.241
B ₁ N	-7.317	13.000	707.779	802.850	0.506
B ₂ S	-0.428	5.750	285.610	81.937	1.467
B ₃ I	-4.905	-8.250	244.210	290.937	0.495
B ₄ D	14.921	17.000	271.998	406.500	0.263

Table A.12

UIB vs. UIC
(N=45) (N=8)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	52.378	39.500	114.957	333.750	1.815
A ₂ M	62.422	58.500	817.716	172.775	0.596
A ₃ R	61.578	44.125	456.705	353.854	2.161*
A ₄ S	74.778	73.625	86.895	227.239	0.196
B ₁ N	-5.656	-13.000	863.429	802.850	0.651
B ₂ S	3.978	5.750	424.420	92.937	0.371
B ₃ I	-2.778	-9.250	259.194	290.937	0.794
B ₄ D	16.622	17.000	378.764	405.500	0.564

Table A.13

EMA vs. EMB
(N=17) (N=29)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	58.353	56.104	234.333	263.410	0.468
A ₂ M	69.236	66.276	167.964	270.042	0.660
A ₃ R	67.000	68.310	371.411	406.874	0.213
A ₄ S	70.177	74.035	165.242	89.539	1.049
B ₁ N	-7.235	-1.448	306.000	837.140	0.827
B ₂ S	-11.760	-3.104	186.910	450.280	1.633
B ₃ I	-6.706	-1.483	115.500	232.761	1.325
B ₄ D	5.295	11.828	232.021	325.719	1.304

Table A.14
 EMA vs EMC
 (N=17) (N=41)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	58.353	50.977	234.333	135.545	1.794
A ₂ M	69.327	69.133	167.964	257.758	0.555
A ₃ R	67.000	65.888	371.411	320.031	0.205
A ₄ S	70.177	68.177	165.242	159.447	0.550
B ₁ N	-7.235	0.533	306.000	726.996	1.287
B ₂ S	-11.760	0.577	186.910	430.787	2.709*
B ₃ I	-6.760	-1.000	115.500	197.870	1.717
B ₄ D	5.294	12.400	232.021	370.420	1.484

Table A.15
 EMB vs. EMC
 (N=29) (N=45)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	58.104	50.977	236.410	135.545	1.493
A ₂ M	66.276	69.133	270.042	257.758	0.744
A ₃ R	68.130	65.888	406.874	320.031	0.578
A ₄ S	74.035	68.177	89.539	159.447	2.241*
B ₁ N	-1.448	0.533	837.140	762.996	0.288
B ₂ S	-3.104	0.577	450.280	443.487	0.723
B ₃ I	-1.483	-1.000	232.761	197.870	0.134
B ₄ D	11.828	12.400	325.710	370.420	0.127

Table A.16

EIA vs. EIB
(N=16) (N=45)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	58.000	50.577	123.130	163.390	2.214*
A ₂ M	68.062	68.622	172.871	222.091	0.137
A ₃ R	68.687	68.133	189.291	286.382	0.126
A ₄ S	71.625	71.644	101.362	122.022	0.183
B ₁ N	-0.937	-5.177	57.453	788.290	0.909
B ₂ S	-5.562	-0.377	357.004	477.931	0.880
B ₃ I	-2.437	-2.288	144.621	230.933	0.386
B ₄ D	11.687	14.933	221.351	312.434	0.694

Table A.17

EIA vs. EIC
(N=16) (N=48)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	58.000	45.917	123.130	799.710	2.406*
A ₂ M	68.062	68.104	172.871	152.280	0.129
A ₃ R	68.687	65.916	189.291	414.711	0.611
A ₄ S	71.625	71.375	101.362	175.572	0.796
B ₁ N	-0.937	3.052	57.453	682.061	0.933
B ₂ S	-5.562	-4.437	357.004	361.542	0.204
B ₃ I	-2.437	1.125	144.621	230.901	0.933
B ₄ D	11.678	9.333	221.352	315.891	0.519

Table A.18

EIB vs. EIC
 (N=45) (N=48)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	50.577	45.917	163.390	799.710	1.023
A ₂ M	68.622	68.104	222.091	152.280	0.179
A ₃ R	68.133	65.916	286.382	414.711	0.581
A ₄ S	71.044	71.375	122.022	175.572	0.129
B ₁ N	5.177	3.062	788.290	682.061	1.550
B ₂ S	-0.377	-4.437	477.931	361.542	0.942
B ₃ I	-2.288	1.125	230.033	230.901	1.071
B ₄ D	14.933	9.333	312.424	315.891	1.548

Tables A.19—A.21

Test of homogeneity of mean scores on the 8 personality variables for groups based on **period of unemployment** within the unemployed sample.

Subsample I — Unemployed for 12 months and below.

Subsample II — " " 13 to 24 months.

Subsample III — " " 25 months and above.

* Significant at .05 level

** Significant at .01 level

Table A.19

Subsample I vs. Subsample II
(74) (N=51)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	51.081	53.176	2.939	2.728	0.880
A ₂ M	63.351	64.980	2.867	3.289	0.656
A ₃ R	56.324	62.294	4.676	3.921	2.035*
A ₄ S	72.622	73.196	1.651	1.731	0.312
B ₁ N	-13.473	-7.569	10.005	12.126	1.255
B ₂ S	2.2'6	-2.569	4.126	6.513	1.423
B ₃ I	-6.581	-4.882	4.106	3.859	0.602
B ₄ D	20.703	14.941	3.906	5.419	1.886

Table A.20

Subsample II vs. Subsample III
 (N=51) (N=75)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	53.176	55.253	2.728	2.955	1.291
A ₂ M	64.980	67.227	3.289	3.045	0.893
A ₃ R	62.294	66.120	3.921	4.196	1.338
A ₄ S	73.196	72.160	1.731	1.310	0.594
B ₁ N	-7.569	0.937	12.126	8.848	1.869
B ₂ S	-2.569	2.053	6.513	4.320	1.404
B ₃ I	-4.882	-0.920	3.859	2.512	1.570
B ₄ D	14.941	15.173	5.419	3.709	0.077

Table A.21

Subsample I vs. Subsample III
 (N=74) (N=75)

Variables	Mean ₁	Mean ₂	Variance ₁	Variance ₂	t
A ₁ G	51.031	55.253	2.939	2.955	2.339*
A ₂ M	63.351	67.227	2.867	3.045	1.594
A ₃ R	56.324	66.120	4.676	4.196	3.289**
A ₄ S	72.622	72.160	1.651	1.310	0.269
B ₁ N	-13.473	0.937	10.005	8.848	3.330**
B ₂ S	2.216	2.053	4.126	4.320	0.056
B ₃ I	-5.581	-0.920	4.106	2.512	2.200*
B ₄ D	20.703	15.173	3.906	3.709	2.004*

APPENDIX B

ATTITUDE & PERSONALITY TEST

General Instructions.

This booklet contains questions of different types. There is no right or wrong answer to these questions. The main purpose of the present investigation is to know your feeling about the questions, or, if the conditions, described in the questions, occur in your personal life.

The success of this study cannot be expected without your sincere co-operation. Hence you are requested to give correct answers as far as possible.

The answers you give will be treated absolutely confidential. You need not, therefore, put in your name or signature anywhere of the booklet. These responses will never be used for any other purpose than the research.

Necessary instructions have been given for answering the questions of the different parts of the booklet. Please do read the instructions of each part before you start answering.

The time for answering is *not limited*. Hence answer the questions after reading them carefully. *Please leave no question unanswered.*

Please do remember, the success of this research entirely depends on your sincerity and co-operation.

Personal Information

Your own monthly income: Rs. 100 and below/101-200/201-300/301-400/401-500/501-600/601-700/701-800/above 800.

Total income of your family : Rs. 200 and below/201-400/401-600/601-800/801-1000/1001-1200/over 1200.

Has there been any separation (temporary or permanent) between your parents ? Yes/No.

If yes, (a) Date of separation :

(b) Period of their living together :

What is the minimum amount of money, you feel, you require every month for the smooth management of your family ?

What amount of money, you feel, you can earn in a month in the employment market ?

PART TWO

Bernreuter Personality Inventory (Short Form)

Thirty questions on different matters have been given here. These questions can be answered from the common experience of our life. This does not require much of intelligence, because, these answers cannot be judged by such criteria as "true-false" or "right-wrong". They are judged with reference to "whether they occur or happen in life".

The following illustration will make the point clear. Suppose there is a question :-

'Do you feel frightened in staying alone in a dark room ?
—Yes No ?

Now, if you really feel frightened to stay alone in a dark room, put a circle around the word YES. You need not do anything else. If you do not feel frightened in darkness, encircle the word NO. Again, If you donot have a very clear idea about your feeling while in darkness, that is, if you have some doubts about your feeling, while in darkness, you are to encircle the query-mark '?' against the question.

Just this way give answer to all the questions.

You are to answer 30 questions. Do not leave out any question.

1. Can you usually understand a problem better by studying it out alone than by discussing it with others ?
Yes No ?
2. Can you stand criticism without feeling hurt ?
Yes No ?

- | | | | | |
|-----|---|-----|----|---|
| 3. | Do you prefer to associate with people who are younger than yourself ? | Yes | No | ? |
| 4. | Do you dislike finding your way about in strange places ? | Yes | No | ? |
| 5. | Are you easily discouraged when the opinions of others differ from your own ? | Yes | No | ? |
| 6. | Are you slow in making decisions ? | Yes | No | ? |
| 7. | Do your interests change rapidly ? | Yes | No | ? |
| 8. | Would you dislike any work which might take you into isolation for a few years, such as forest ranging, etc ? | Yes | No | ? |
| 9. | Do you worry too long over humiliating experiences ? | Yes | No | ? |
| 10. | Do you get stage fright ? | Yes | No | ? |
| 11. | Have books been more entertaining to you than companions ? | Yes | No | ? |
| 12. | Do you usually try to avoid arguments ? | Yes | No | ? |
| 13. | Do you usually prefer to do your own planning alone rather than with others ? | Yes | No | ? |
| 14. | Do you find it difficult to speak in public ? | Yes | No | ? |
| 15. | Do you usually enjoy spending an evening alone ? | Yes | No | ? |
| 16. | Do you usually ignore the feelings of others when accomplishing some end which is important to you ? | Yes | No | ? |
| 17. | Does some particularly useless thought keep coming into your mind to bother you ? | Yes | No | ? |
| 18. | Are you able to play your best in a game or contest against an opponent who is greatly superior to you ? | Yes | No | ? |

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|-----|--|-----|----|---|
| 19. | Does admiration gratify you more than achievement ? | Yes | No | ? |
| 20. | Do you usually avoid asking advice ? | Yes | No | ? |
| 21. | Do you like to get many views from others before making an important decision ? | Yes | No | ? |
| 22. | Do you have difficulty in making up your mind for yourself ? | Yes | No | ? |
| 23. | Do you ever take the lead to enliven a dull party ? | Yes | No | ? |
| 24. | Do you usually prefer to work with others ? | Yes | No | ? |
| 25. | Do you have difficulty in starting a conversation with a stranger ? | Yes | No | ? |
| 26. | Do you worry over possible misfortunes ? | Yes | No | ? |
| 27. | Can you stick to a tiresome task for a long time without someone prodding or encouraging you ? | Yes | No | ? |
| 28. | Are you troubled with the idea that people on the street are watching you ? | Yes | No | ? |
| 29. | Do you often experience periods of loneliness ? | Yes | No | ? |
| 30. | Do you keep in the background at social functions ? | Yes | No | ? |

PART THREE

The Four Attitude Scales

[Translated from the original Bengali]

Instructions

A few statements have been given below in order to know how you feel at present about such concepts as government, morality, religion and society. On the right side of each statement five letters from A to E are given. These statements imply different feelings towards those specific objects. Read each statement thoroughly, do not hurry. Now decide how much approval or disapproval you have for that statement. Draw a *Circle* accordingly around one of the letters A, B, C, D, and E. If you strongly or completely agree to any statement, encircle 'A'. If you moderately agree to that statement, put a circle around 'B'. If you partly agree and partly disagree, encircle 'C'. If you have moderate disapproval, encircle 'D', and for total disapproval, encircle 'E'.

Consider, for example, the following statement :

"Training in music should be made compulsory in school.".....

A B C (D) E.

After thoroughly examining the statement, if you feel that you moderately disapprove it, you should encircle 'D', as shown.

SECTION 1

Attitude towards Government (A_1G)

1. All the state laws are enacted for the benefit of the rich A B C D E
2. The government has no clear-cut policy in the interest of the labourers. A B C D E
3. The educational institutions of our country are not thriving because of negligence of the present government A B C D E
4. The government's foreign policy regarding foreign affairs is quite firm A B C D E
5. To achieve progress in the field of education the government policy needs radical change A B C D E
6. Thanks to the government enough progress in science and industry is taking place in the country A B C D E
7. The 5-year plans are really the steps to national progress A B C D E
8. The present government has given evidence of enough efficiency in internal administration A B C D E
9. The public has to court humiliation at the hands of the government on many occasions even after the Independence A B C D E
10. On the whole, the country is progressing as a result of the government policies A B C D E

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| 11. In the matter of education the government policies can claim appreciation | A B C D E |
| 12. The government policies are encouraging the blackmarketeers | A B C D E |
| 13. The present government harbours the demoralised and the worthless people | A B C D E |
| 14. The allegation against the present government about its malpractices in internal administrations is not baseless | A B C D E |
| 15. Enough endeavours of the government are evident for the upliftment of agriculture in the country | A B C D E |
| 16. The government's refugee rehabilitation policy cannot be supported | A B C D E |
| 17. The government policy alone is responsible for not becoming self-sufficient in food production | A B C D E |
| 18. The present government has shown enough patience in the matter of refugee rehabilitation | A B C D E |
| 19. All laws of the government are framed for good purposes | A B C D E |
| 20. The present government is taking proper measures for solving the unemployment problem | A B C D E |

SECTION 2

Attitude towards Morality (A₂M)

1. Morality does not count for success in life A B C D E
2. It is not wrong to support unfairness on special occasions A B C D E
3. Honesty alone is the ladder to success in life A B C D E
4. Under no circumstances should one defy the order of one's parents A B C D E
5. It is improper to have sexual relation with other women even if one does not get sexual gratification from one's wife A B C D E
6. Honesty is not always the best policy A B C D E
7. One should not take shelter in a lie even to perform any noble deed A B C D E
8. One's happiness lies only in helping the neighbours in their woes A B C D E
9. In order to get at any ideal one cannot depend upon honesty alone. A B C D E
10. Under no circumstances, however hostile, should one kill others A B C D E
11. Honesty is not the stepping stone to success in all spheres A B C D E
12. Under special circumstances one can take resort to lying for the progress of the society A B C D E

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| 13. It is not improper for a married woman to enjoy sexual relation with another person in case her husband is incapable of sexual intercourse | A B C D E |
| 14. It is bad to lie on any occasion | A B C D E |
| 15. It is better to steal than to die of starvation | A B C D E |
| 16. In special cases harsh comments even towards superiors may be allowed | A B C D E |
| 17. By cheating others one cheats oneself | A B C D E |
| 18. Better not speak the truth in order to avoid danger | A B C D E |
| 19. Without true thinking and true speaking there is no progress of a society | A B C D E |
| 20. Under all circumstances husbands must remain faithful to their wives | A B C D E |

SECTION 3

Attitude towards Religion (A₃R)

- | | |
|---|-----------|
| 1. Religious faith alone leads man to righteousness | A B C D E |
| 2. Religion alone helps man to control his animality | A B C D E |
| 3. Faith in religion makes man accept factual as well as scientific truth | A B C D E |
| 4. Religion alone makes man tolerant and his life decent | A B C D E |

5. Religion alone helps man keep himself under restraint A B C D E
6. Faith in religion is absolutely obsolete in this age of science A B C D E
7. Faith in religion makes man averse to domestic duties A B C D E
8. Faith in religion makes man philanthropic A B C D E
9. Religion alone can give man what science can never give A B C D E
10. Religious faith cripples man's power of free thinking A B C D E
11. There is no way out than to take shelter in religion in order to enjoy the gust of life A B C D E
12. Faith in religion makes man cowardly A B C D E
A B C D E
13. Faith in religion is a superstition
14. Religion alone shows us the path to lead a decent life, both individual as well as social A B C D E
15. Religion alone is capable of inspiring the mind in the midst of frustration and abasement A B C D E
16. Religious faith takes man away from the reality A B C D E
17. Religion has no room for developing a better society A B C D E
18. It is very difficult for a God-fearing man to accept scientific truths A B C D E
19. Religious faith dwarfs the free thinking of man A B C D E
20. Religious faith testifies social backwardness A B C D E

SECTION 4

Attitude towards Society (A₄S)

1. Any sort of marriage other than the sacramental should be severely punishable
A B C D E
2. Early marriage has done harm to the society
A B C D E
3. It is necessary for men and women to have equal rights and opportunities in the sphere of service
A B C D E
4. Sex-education during student-life is not at all desirable
A B C D E
5. Wide publicity of planned parenthood is necessary for the progress of the society
A B C D E
6. The opportunity for free mixing between boys and girls is detrimental to the society
A B C D E
7. It is necessary to marry early for having peace in domestic life
A B C D E
8. It is necessary to impose proper physical punishment on students for violating discipline
A B C D E
9. It is very much necessary, for the advancement of the society, to minimise the pomp and lavishness associated with the pujas and other religious rites
A B C D E
10. Civil marriage has brought more bad than good effects in the society
A B C D E

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|---|-----------|
| 11. Men and women should have the right of free mixing before marriage | A B C D E |
| 12. It is necessary to establish socialism by abolishing the system of individual profit making | A B C D E |
| 13. It is necessary to impart sex education to school students | A B C D E |
| 14. The utter deterioration of the society is due to the abolition of caste-system | A B C D E |
| 15. Romantic marriage never ends in happiness | A B C D E |
| 16. The system of inter-tribe marriage will advance the society | A B C D E |
| 17. Widow-marriage on a large scale should be introduced in the society | A B C D E |
| 18. As a means to happy married life, romantic marriage needs encouragement | A B C D E |
| 19. The rich in the society always enjoy happiness | A B C D E |
| 20. Caste-system is necessary for keeping the social structure in force | A B C D E |
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